

# Year Reception Home Learning Spring 1 Week 1

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Tapestry for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English	
<b>Tuesday</b> <a href="#">Explanation video</a>	<b>WALT: Form our letters correctly</b> Can you use <a href="#">this resource</a> to help you practice writing each letter. As a challenge, can you write the letter to match the sound your adult says?
<b>Wednesday</b> <a href="#">Explanation video</a>	<b>WALT: Use adjectives</b> <b>Key Texts: Dear Zoo</b> Read Dear Zoo. Can you draw your favourite pet from the story? Use adjectives to describe and explain why it is your favourite animal? Discuss with an adult what you think would happen next after the story finishes.
<b>Thursday</b> <a href="#">Explanation video</a>	<b>WALT: Write facts</b> Fred isn't sure which kind of animal he'd like to be his pet! He has asked us to write some facts about each animal to help him decide. Look at pictures of different animals (e.g. pig/dog/cat/ant/duck/fish/fox). What would make them a good pet? What would make them a bad pet? Can you write sentences for some of the animals? 
<b>Friday</b> <a href="#">Explanation video</a>	<b>WALT: hear and write the sounds in words</b> Fred has chosen his pet. It is a...Zog! Let's imagine we could have any pet we wanted. What would it be like? Can you draw your own crazy pet and write sentences to explain what your pet will look like/eat/do etc. 
Phonics	
<b>Tuesday</b> <a href="#">Explanation video</a>	<b>WALT : Know all our sounds</b> Ask an adult to make the actions for different sounds we have learnt so far. Can you think of the sound and write the grapheme that makes that sound down. As a challenge, can you write a word with each sound in?
<b>Wednesday</b> <a href="#">Explanation video</a>	<b>WALT: read words</b> <a href="http://www.ictgames.com/blendingBingo_LS.html">http://www.ictgames.com/blendingBingo_LS.html</a> (phase 3 game 5 – ch, sh, th) Can you put the sound buttons under each sound in the words you see. Remember: to look out for digraphs.
<b>Thursday</b> <a href="#">Explanation video</a>	<b>WALT: know our digraphs</b> Cut out 2 sets of <a href="#">these soundcards</a> and turn them upside down. Turn 2 over saying the sound of each one and keep the matching pairs. Can you play with a member of your family and see who wins?
<b>Friday</b> <a href="#">Explanation video</a>	<b>WALT: Write words with digraphs</b> Look at the pictures <a href="#">here</a> . Can you write a word to match each picture using the sound cards from yesterday?

## Maths

<b>Tuesday</b> <a href="#">Explanation video</a>	Video link: <a href="https://classroom.thenational.academy/lessons/consolidating-learning-64rpct">https://classroom.thenational.academy/lessons/consolidating-learning-64rpct</a>
	Consolidation of time Please click on the link above, then complete the activity under the worksheet tab.
<b>Wednesday</b> <a href="#">Explanation video</a>	Video link: <a href="https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-65jk6d">https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-65jk6d</a>
	Describing position Please click on the link above, then complete the activity under the worksheet tab.
<b>Thursday</b> <a href="#">Explanation video</a>	Video link: <a href="https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-accurately-cth30c">https://classroom.thenational.academy/lessons/using-mathematical-language-to-describe-position-accurately-cth30c</a>
	Describing position accurately Please click on the link above, then complete the activity under the worksheet tab.
<b>Friday</b> <a href="#">Explanation video</a>	Video link: <a href="https://classroom.thenational.academy/lessons/ordering-objects-by-size-cthked">https://classroom.thenational.academy/lessons/ordering-objects-by-size-cthked</a>
	Ordering objects by size Please click on the link above, then complete the activity under the worksheet tab.



## Curriculum

<p><b>Understanding of the World</b> <a href="#">Explanation video</a></p>	<p>This week we are learning about sorting and comparing animals we know.</p> <ul style="list-style-type: none"> <li>Using animal toys or pictures (optional support sheet <a href="#">here</a>) that you have drawn, can you sort them into groups.</li> <li>Explain how you have sorted them- e.g. animals with and without wings, sea/land/air animals, or animals that are pets or wild.</li> <li>Can you think of any other ways to sort the animals?</li> <li>How many different similarities and differences can you think of?</li> </ul>
<p><b>Expressive Art and Design</b> <a href="#">Explanation video</a></p>	<p>This week we are planning a dinosaur model that we will make over the half term.</p> <ul style="list-style-type: none"> <li>Draw a picture of what you want your dinosaur to look like. You could use a reference picture to help you if needed.</li> <li>Now think about what you will need to make your dinosaur. Start with the body and look at the shapes to make a list of materials e.g. 4 tubes for the legs, 1 medium box for the body, 1 small box.</li> <li>Think about how you will join your materials and any extra items you will use for detail.</li> <li>Keep your plan safe to use next week!</li> </ul> 
<p><b>Personal, Social and Emotional Development</b> <a href="#">Explanation video</a></p>	<p>This week we are learning about how to be patient.</p> <p>Talk about what patient means. Have you ever had to be patient before? Have you ever felt impatient? Sage's teacher said to be patient. Can you help Sage and give some advice about what he should do. Should Sage snatch or shout? Write down your ideas on what Sage could do while he waits.</p>
<p><b>Physical Development</b> <a href="#">Explanation video</a></p>	<p>This week we are practising sending a ball to a partner with accuracy.</p> <ul style="list-style-type: none"> <li>Practise throwing, bouncing, rolling and kicking a ball between yourself and a partner.</li> <li>Choose one method and practise it till you are confident, then pick another.</li> <li>For an extra challenge, play a game where each time you choose a different way to send the ball. Tell your partner your choice first so they can get ready to receive. How quickly can you switch between kicking, rolling, bouncing and throwing?</li> </ul>
<p><b>Music</b> <a href="#">Explanation video</a></p>	<p>This week we are listening for high and low sounds.</p> <ul style="list-style-type: none"> <li>Using a xylophone, if you have one, or a digital xylophone (<a href="https://playxylo.com/">https://playxylo.com/</a>) if you do not, explore listening to all the notes.</li> <li>Can you hear which notes are high or low? How can you tell?</li> </ul> <p>Play a game- ask someone in your family to play a high or low note for you. If you hear a high note, stretch up high. If you hear a low note, crouch down low.</p>

# Resources

## English: Tuesday

Handwriting guide for lowercase letters a-z, including stroke order and mnemonic instructions:

- c**: over the rainbow... round and stop
- a**: over the rainbow... big fat tummy... up down and jump off
- o**: over the rainbow... big fat tummy...
- g**: over the rainbow... big fat tummy... up down and monkey tail
- f**: over the rainbow... down and fishy tail... and make a spear
- q**: over the rainbow... big fat tummy... up down and kick
- d**: over the rainbow... big fat tummy... all the way up down and jump off
- s**: over the rainbow... and a snake's tail
- b**: down in the lift... bounce up... round the roundabout and tuck in
- h**: down in the lift... bounce up... over the hill and jump off
- i**: down... round the bend... off and 'splat'
- j**: down in the lift monkey tail... off and 'splat'
- k**: down in the lift... bounce up... stick its tongue out... down the bumpy side
- l**: down in the lift and jump off
- p**: down in the lift... back up... round the roundabout
- t**: down in the lift... round... jump off and make a spear
- m**: down, bounce up over the hill... over another hill
- n**: down bounce up over the hill and jump off
- r**: down... bounce up and washing line
- y**: down... round the bend down monkey tail
- u**: down, round the bend... up down and jump off
- v**: down... up
- w**: down... up down up
- e**: out and loop the loop
- z**: zip along... down, zip along again
- x**: down the slide... off down the slide... off

Handwriting

# Phonics: Thursday

th



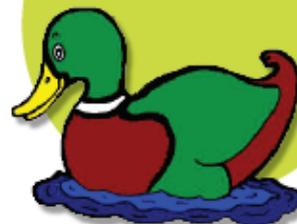
BELLEVILLE PHONICS

sh



BELLEVILLE PHONICS

qu



BELLEVILLE PHONICS

ch



BELLEVILLE PHONICS

ng



BELLEVILLE PHONICS

ck



BELLEVILLE PHONICS

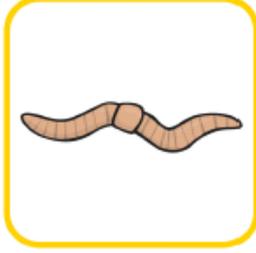
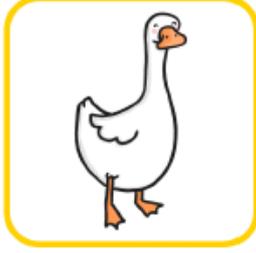
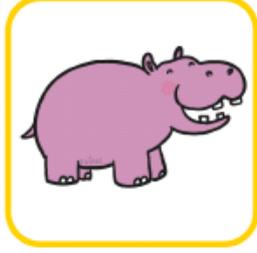
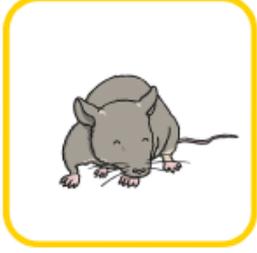
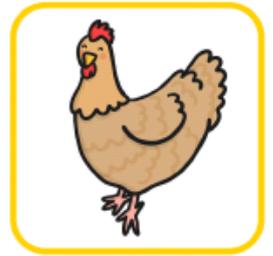
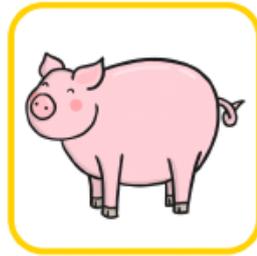
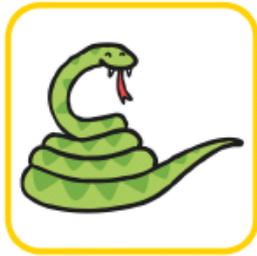
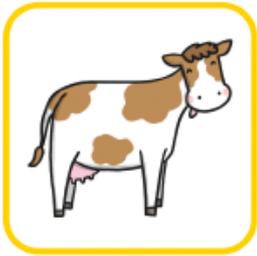
# Phonics: Friday

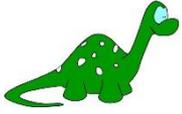


$$1 + 2 = 3$$



# Understanding of the World: Sorting Animals





# Dinosaur Design



What will you need?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_